



GULF ISLANDS SCHOOL DISTRICT 64

EPIC SCHOOL PLAN 2023 – 2024

Mayne Island School

SIGNATURES

K. Lundgren

PRINCIPAL

John Ko...

PAC CHAIR

Bob Baulme

TEACHER

W...

STUDENT

OUR SCHOOL

SCHOOL IDENTITY/CONTEXT

Mayne Island School serves a community of approximately 1,300 full time residents. School grounds include a sports field, well utilized playground, school garden, and proximity to nature that supports various outdoor education programs. The main building comprises 3 large classrooms, a library, gymnasium, home economics teaching kitchen, 2 outdoor classrooms, Strong Start and the main office. There is also a fully equipped art studio. The school has a population of approximately 30 students K-7 structured in multi-grade/age groupings.

OUR STORY

Guided by the BC Ministry of Education's Vision for Student Success, we have built a culture of responsibility, care, service, and inclusivity. All staff collaborate to collect evidence of learning achievement to support student success and target areas needing further development. With a deep understanding of the individual needs/strengths of each learner, instructional staff use evidence-based strategies to provide targeted, specific and timely interventions to help learners meet clearly defined learning targets.

GOAL STATEMENT

Goal #1: All students meeting or exceeding grade level expectations in writing

Connections to:

- FESL: Intellectual development
- District Strategic Plan, Objective 1.1
- Enhancement Agreement Goal 4: Success

Goal #2 Students can use critical thinking to break tasks/goals down into achievable steps.

Connections to:

- FESL: Human, Social and Career Development
- Curriculum Core competency of Critical Thinking
- Enhancement Agreement Goal 4: Success

AREAS OF STRENGTH/GROWTH

Reading: Evidence from ongoing reading assessments, FSA data and teacher observation/anecdotal feedback shows that reading continues to be an area of success for most of our learners. Our school has continued to have a culture of joy and skill in reading evidenced by student survey that showed 90% of students enjoyed reading.

Numeracy: Students have strong foundational skills in math but continue to struggle in multi-step and multi-answer questions as is evident by FSA data and teacher observation/anecdotal feedback, hence the critical thinking goal.

Writing: Although some progress was made, staff, PAC, and data suggest this goal needs to continue, as not all the students are meeting or exceeding grade level expectations. Despite many students being approaching or not yet meeting grade level expectations the student survey showed 79% of students find joy in writing.

FOCUSING DIRECTION

PROCESS FOR REVIEWING/REVISING/DETERMINING

Our team regularly reviewed student learning data at monthly SBT and staff meetings. In June, we were able to have a final writing sprint that focused on conventions and ideas by bringing in an additional teacher to work with small groups. Additionally, throughout the year students received focused instruction on the 6+1 traits in their classroom, as well as small group intervention in phonics, conventions, and sight words. Our goals are purpose driven and intentionally worded to be accessible and relevant to all age groups and so that staff can contribute, collaborate, and cultivate their skills. The members of the school growth plan team are teachers, the EA, administration, students, and PAC.

We reviewed iPass data, FSA data, a scan of professional observations and student feedback to determine next year's goals.

PURPOSE / DATA RATIONALE

The school data demonstrates reading and math as areas of strength while writing remains to be the lowest performing area for Mayne students. Further improvement in writing is still required to reach the goal of all students meeting or exceeding grade level expectations, as 27% of students are still approaching or not yet meeting grade level expectations. The critical thinking goal was designed to put a more intentional focus on a Core Competency while improving students' ability to break tasks/problems down into clear and accomplishable steps. The Critical Thinking goal will assist students in all subject areas as well as in their social and emotional wellbeing.

*please see appendix for data

ASSOCIATED ACTIONS

Goal #1 strategies for success:

- GenPal letter writing project with Elders in the community
- Continue 3 SWW's
- Writer's Cafe
- Focus on spelling and conventions using explicit and direct instruction
- Focus on explicit instruction of one trait at a time using SWW to inform starting point and use a pre/post sprint assessment for each trait
- Continue to make goals visible for all stakeholders
- Continue to publish real books using Shutterfly
- Continue to have a whole school play and reader's theatre

Goal #2 strategies for success:

-explicitly teach critical thinking skills by engaging students in the following activities:

- analyzing analogies
- creating categories and classify items appropriately
- identifying relevant information
- constructing and recognizing valid deductive arguments
- testing hypotheses
- recognizing common reasoning fallacies
- distinguishing between evidence and interpretations of evidence
- teaching students specific ways to reason and solve problems

COLLABORATIVE CULTURES

ENGAGING STAKEHOLDERS / STUDENT VOICE

We connected with families at the May and June PAC meeting to share our draft goals. We also shared our strengths and stretches and explained the origin and focus of our goals.

Additionally, throughout the year we shared with families our progress on our school goals at PAC meetings and through the school newsletter. We also hosted a writer's celebration and 2 productions of the play "Nia's New Free Library" for families to share in the students' success.

Ongoing throughout the year we plan to engage families through the following avenues:

- Regular updates to PAC on these goals
- Updates and student samples in the school newsletter
- Engaging families in writer's celebration for fiction and non-fiction work
- A school goal wall with student samples
- 3 SWW per school year and sharing student progress with families.

STAFF/SHARED WORK

Staff will work together on:

- Shared professional learning on 6+1 traits in greater depth
- Collaborating on scope and sequence for 6+1 traits throughout the school year
- Collaborative marking sessions
- Engage in shared learning on teaching critical thinking skills
- Develop a scope and sequence for teaching critical thinking

Sharing learning on the following resources:

- Ruth Culham's 6+1 writing traits
- Smeken's Educational Solutions, Inc.
- Professional reading on teaching critical thinking in elementary schools (ie. Critical Thinking in Elementary School Children by Nadia Mirela Florea & Elena Hurjui, Critical Thinking in Elementary School Classrooms: Problems and Solutions by Vera Schneider)

DEEPER LEARNING

WHAT WILL STAFF NEED TO KNOW TO LEAD/PERFORM THIS WORK?

Goal #1:

- Increase theoretical understanding of 6+1 writing traits
- Appropriate scope and sequence for teaching 6+1 traits
- Practical ways to deliver and access 6+1 writing traits
- Effective use of new iPass writing rubrics
- Use of effective spelling curriculum (ie. Orton-Gillingham, Phonics programs, Words Their Way)

Goal #2:

- How to structure direct teaching of critical thinking skills
- How to explicitly teach students to explain their critical thinking in clear and concise steps
- How to coach students to think critically about a problem (asking prompting questions, scaffolding critical thinking, coaching through problem solving)

WHAT SKILLS WILL WE FOSTER WITH STUDENTS FOR THEM TO EXPERIENCE SUCCESS?

For goal #1 we will foster:

- Writing with confidence and joy through engaging activities and shared learning
- Use the common language of 6+1 writing traits
- Using a growth mindset approach to writing
- Self editing and peer editing skills

For goal #2 we will foster:

- Skills for students to apply critical thinking to problems (social and academic)
- Growth mindset towards developing critical thinking skills
- Ability to ask curious questions and seek clarity
- Ability to think/develop multiple solutions to problems

APPROACH TO PROFESSIONAL LEARNING?

The staff will engage all stakeholders to adjust plans as needed. Learning sprints will be informed by the information collected through SWW, iPass data, FSA data, observations, assessments, conversations, and student feedback.

Shared learning and collaboration through Ruth Culham's 6+1 writing traits, Smeken's learning and professional reading about teaching critical thinking in elementary schools will assist staff in creating a shared language and developing a scope and sequence for the implementation of the school goals.

The staff will incorporate Indigenous ways of knowing and being through utilizing Indigenous resources, through a strengths-based approach, and early intervention as this aligns with the SD64 Enhancement Agreement of supporting all aspects of student success.

TAKING ACTION

How will the school structure an approach that can be measured in short formative cycles?

How will the school foster a sense of partnership to achieve a common goal of increased student achievement?

LEARNING SPRINT APPROACH

Goal #1:

The staff will begin by engaging students in a SWW. Through a collaborative marking session, the staff will develop a scope and sequence for explicitly teaching the 6+1 writing traits that allows for a cyclical process that continues to incorporate new traits while re-enforcing the traits that have already been taught. These cycles will range from approximately 5-6 weeks depending on the trait. Pre/post sprint data will be collected on each trait.

Goal #2:

The staff will begin by developing a scope and sequence for explicitly teaching critical thinking. The staff will develop lessons that focus on the following skills:

- analyzing analogies
- creating categories and classify items appropriately
- identifying relevant information
- constructing and recognizing valid deductive arguments
- testing hypotheses
- recognizing common reasoning fallacies
- distinguishing between evidence and interpretations of evidence
- teaching students specific ways to reason and solve problems

Pre/Post unit assessments will be used to determine student success and areas needing further development. The explicit teaching of skills will be done in a cyclical process that continues to engage previously developed skills and build on them.

The staff will foster a sense of partnership to achieve a common goal of increased student achievement in Goal #1 and Goal #2 by providing students with engaging activities, informing families of areas needing additional support at home, and communicating student achievement.

ACCOUNTABILITY

HOW WILL WE KNOW WE ARE SUCCESSFUL?

We will know we are successful when student can:

Know:

- Know what the 6+1 writing traits are, use 6+1 writing traits language, use the writing continuum to identify where they are on the continuum and what steps they will take to be meeting or exceeding grade level expectations
- Know what critical thinking is, how to find multiple solutions to a problem, and ask curious questions

Do:

- Make decisions and solve problems with more autonomy
- Write at grade level with a sense of accomplishment
- Think critically about a range of problems

Understand:

- Their own capacity to think critically
- Their areas of strength and areas needing further development
- They are a part of a community of learners and are valued and recognized for their strengths, challenges, and

STUDENT ACHIEVEMENT DATA

To be updated throughout the year as collected.

STUDENT EXPERIENCE EVIDENCE

To be updated throughout the year as collected.

EPIC STORY

STORY

To be updated as the Epic School Plan unfolds.

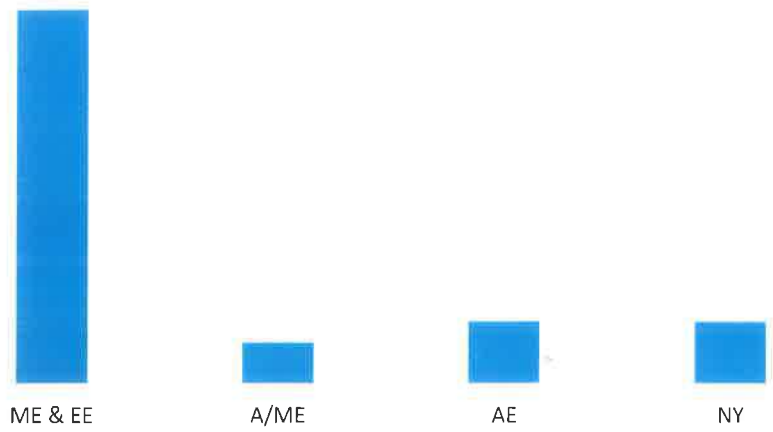
ADDITIONAL INFORMATION

NOTES

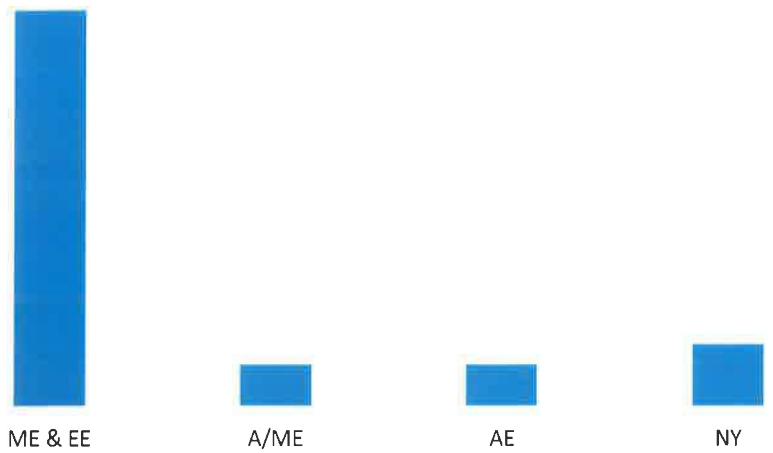
Appendix A: School iPass Data

*exact numbers are masked for privacy reasons due to the small student population

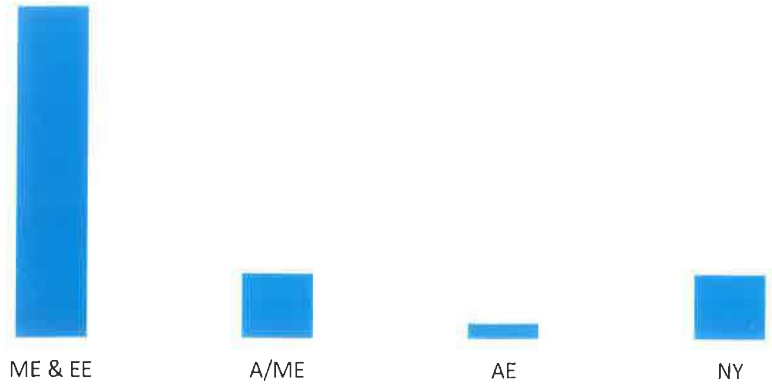
Reading Term 1



Reading Term 2

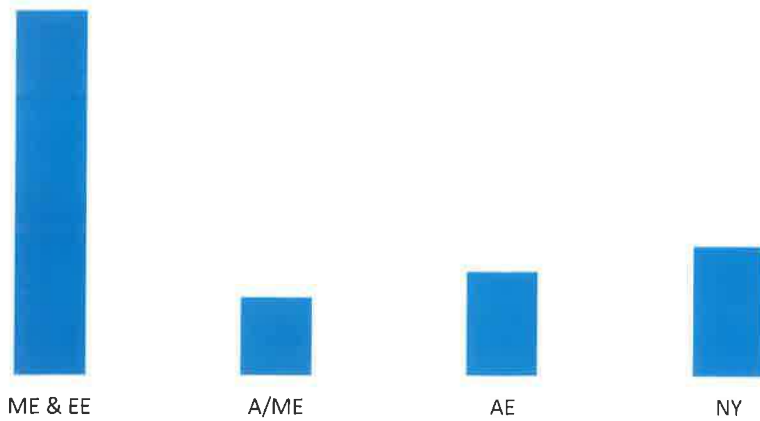


Reading Summative

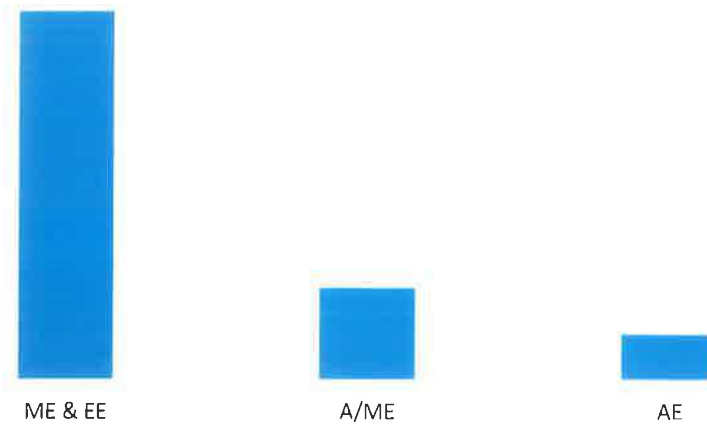


Term 1 68% of students were ME/EE or A/ME
Term 2 72% of students were ME/EE or A/ME
Summative 83% of students were ME/EE or A/ME

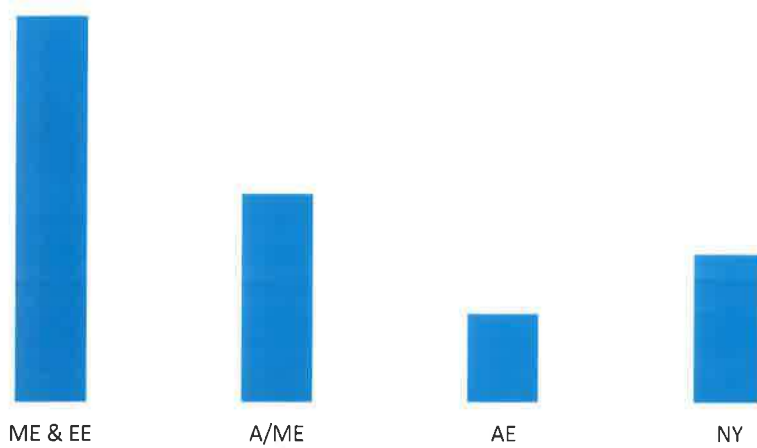
Writing Term 1



Writing Term 2



Writing Summative

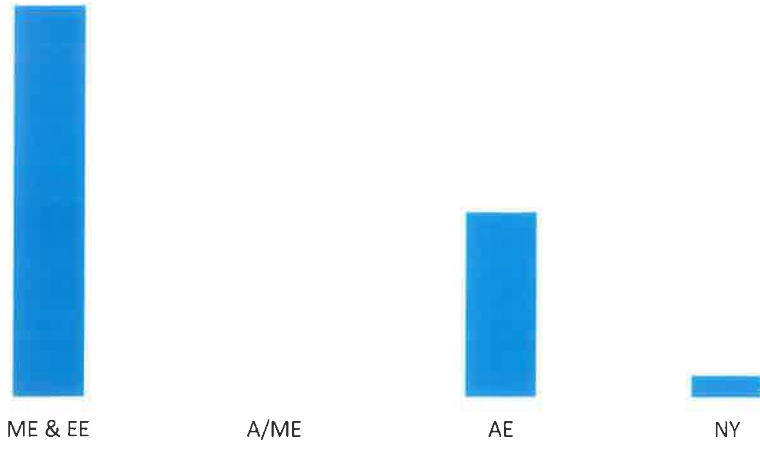


Term 1 58% of students were ME/EE or A/ME

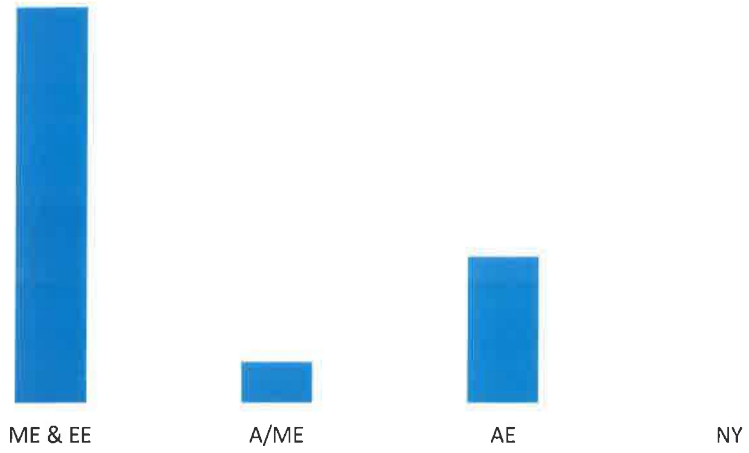
Term 2 69% of students were ME/EE or A/ME

Summative 69% of students were ME/EE or A/ME

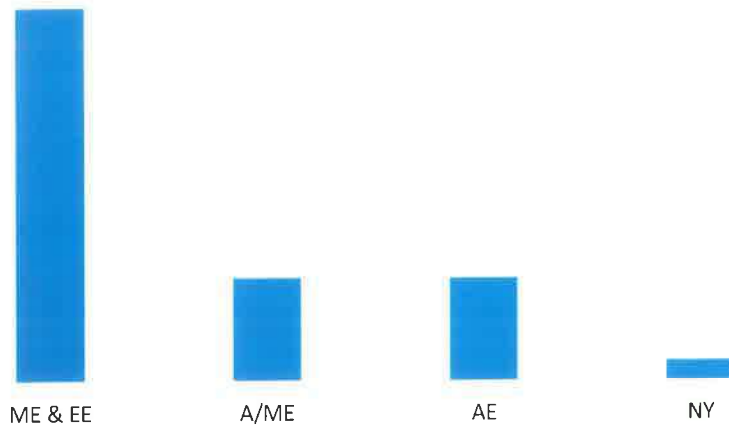
Numeracy Term 1



Numeracy Term 2



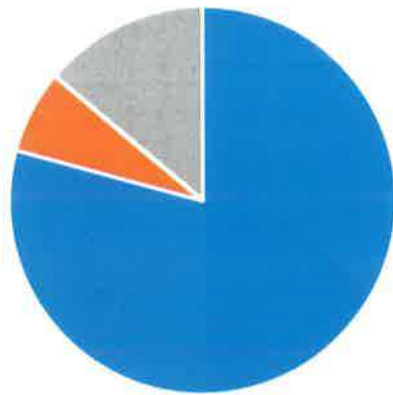
Numeracy Summative



Term 1 59% of students were ME/EE or A/ME
Term 2 72% of students were ME/EE or A/ME
Summative 79% of students were ME/EE or A/ME

*please request actual numbers if clarity is needed

Do You Enjoy Writing



■ Yes ■ Not sure/Sometimes ■ No